



YoungStar Track 2 & 3

Group Child Care (2) School Age Only (3)



wisconsin department of
children + families

Research has shown that high quality afterschool programs support positive outcomes for children and youth.

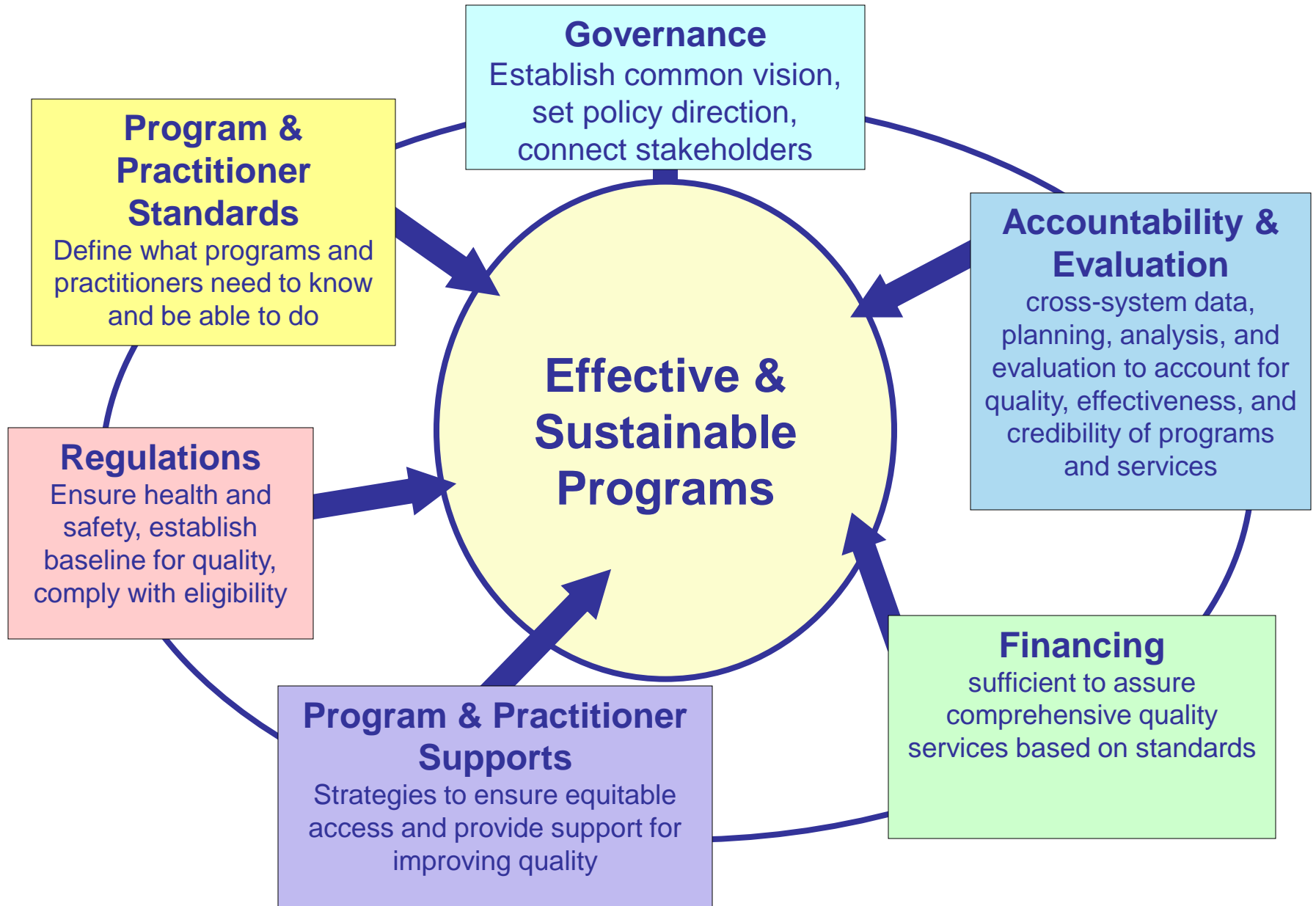
High quality afterschool programs promote:

- Positive work habits;*
- Persistence in completing tasks;*
- Improved academic performance; and*
- Better social skills in relating to peers.*

High quality afterschool programs keep children and youth safe and well-supervised. Studies have found that low quality afterschool programs have a negative impact on program participants.

Parents and providers and funders of afterschool programs agree that quality is important, but it has become more of a challenge to identify the characteristics of a program that defines high quality. However, recent research is making the picture much clearer.

A System of Quality Improvement for School-Age Programs



What is “high” quality?



Research suggests:

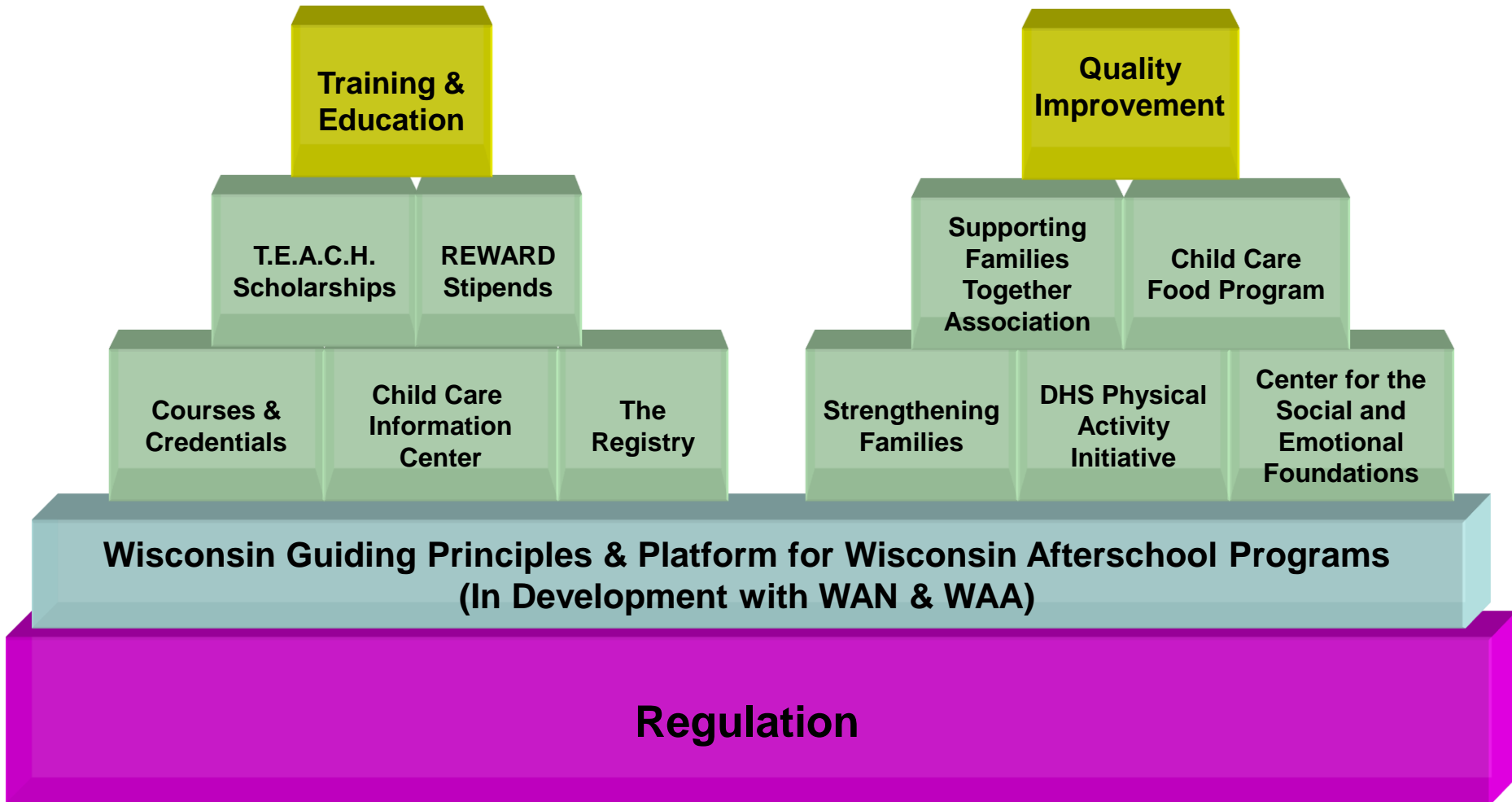
Staff with four-year college degrees

Staff well-compensated, have ongoing training

Smaller staff-child ratios

Monitoring and site visits

Wisconsin Is Building on Strength



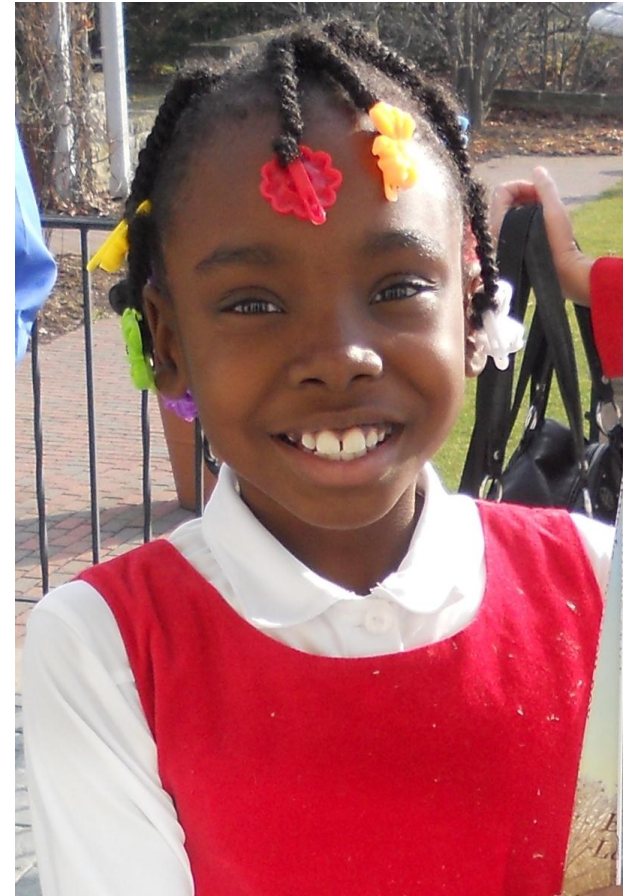
Quality Indicators and Categories for Earning Points

**Educational
Qualifications**

**Learning Environment
and Curriculum/
Curricular Framework**

**Professional Business
Practices**

**Health and Well Being of
Children**



School Age

- 3 Tracks

- TRACK 1 Family Child Care

(Birth – 12 Year Olds at Licensed or Certified Site)

- TRACK 2 Group Child Care

(Birth – 12 Year Olds at Licensed Site)

TRACK 3

- Group School Age Child Care, Exempt School-Age Programs, and Certified School-Age

(Before and Afterschool Hours and Full Day School-Age Programs Only)

Group (2)

<i>Category for Earning Points</i>	<i>Possible Points</i>
	Group Track 2
<i>Group Teacher Qualifications</i>	<i>0-9</i>
<i>Group Director Qualifications</i>	<i>0-6</i>
<i>Learning Environment and Curriculum</i>	<i>0-13</i>
<i>Professional Practices (business practices, staff benefits, parent/family involvement)</i>	<i>0-7</i>
<i>Health and Wellness</i>	<i>0-5</i>
Total	0-40 points

School Age (3)

<i>Category for Earning Points</i>	<i>Possible Points</i>
	Group Track 3
<i>Group Leader Qualifications</i>	<i>0-6</i>
<i>Site Supervisor/ Coordinator/ Director/Administrator</i>	<i>0-9</i>
<i>Learning Environment and Curricular Framework</i>	<i>0-13</i>
<i>Professional Practices (business practices, staff benefits, parent/family involvement)</i>	<i>0-7</i>
<i>Health and Wellness</i>	<i>0-5</i>
Total	0-40 points

Track 2 Group

<i>Quality Indicators –Staff Qualifications</i>	<i>Verification</i>	<i>Points Awarded</i>
<i>Lead teachers with CDA's for 50% of classrooms</i>	<i>Registry</i> <i>Level 6</i>	1
<i>Lead Teachers with 6 related credits beyond high school for 25% of all classrooms</i>	<i>Registry</i> <i>Level 7</i>	1
<i>Lead Teachers with 6 related credits for 50% of all classrooms – Required for 3 star</i>	<i>Registry</i> <i>Level 7</i>	2
<i>Lead Teachers with Infant/Toddler or Inclusion Credential for 50% of classrooms or 18 related credits; all other classrooms have a Lead Teacher with at least 6 credits – Required for 4 star</i>	<i>Registry</i> <i>Level 9</i>	3
<i>Lead Teachers with Administrator or Preschool Credential or 24 related credits for 50% of classrooms; all other classrooms have a Lead Teacher with at least 6 credits</i>	<i>Registry</i> <i>Level 10</i>	4
<i>Lead Teachers with associate's degree (AA) for 50% of classrooms and all other classrooms have a Lead Teacher with at least 6 credits</i>	<i>Registry</i> <i>Level 12</i>	5
<i>Lead Teachers with AA for 50% of classrooms and Lead Teachers with a Registry Credential for all other classrooms</i>	<i>Registry</i> <i>Level 12</i>	6
<i>Lead Teachers with AA for 100% of classrooms – Required for 5 Star</i>	<i>Registry</i> <i>Level 12</i>	7
<i>Lead Teachers with AA for 50% of classrooms and bachelor's degrees/bachelor's degrees with DPI licenses for the other 50% of classrooms</i>	<i>Registry</i> <i>Levels 12-Associate</i> <i>13 – non-related bachelor</i> <i>14 – related bachelor</i>	8
<i>Lead Teachers with related bachelor's degrees for 100% of classrooms or bachelor's degrees with DPI license or master's degree or doctorate</i>	<i>Registry</i> <i>Level 14, 15, 16 or 17</i>	9

Track 2 - Group

<i>Quality Indicators – Director Qualifications</i>	<i>Verification</i>	<i>Points Awarded</i>
<i>Administrator Credential – Required for 3 Stars</i>	<i>Registry</i> <i>Level 10</i>	<i>1</i>
<i>Associate’s degree (related) or bachelor’s degree (unrelated) – Required for 4 Stars</i>	<i>Registry</i> <i>Level 12</i>	<i>3</i>
<i>Administrator Credential and either associate’s degree (related) or bachelor’s degree (unrelated) – Required for 5 Stars</i>	<i>Registry</i> <i>Level 13</i>	<i>4</i>
<i>Bachelor’s degree (related)</i>	<i>Registry</i> <i>Level 14</i>	<i>5</i>
<i>Bachelor’s degree (related) and Administrator Credential or master’s degree or higher</i>	<i>Registry</i> <i>Level 15, 16 or 17</i>	<i>6</i>

Track 3 School Age

<i>Quality Indicators –Staff Qualifications</i>	<i>Verification</i>	<i>Points Awarded</i>
<i>Group Leaders with 6 related credits for 25% of groups</i>	<i>Registry</i> <i>Level 7</i>	<i>1</i>
<i>Group Leaders with 6 related credits for 50% of groups - Required for 3 Star</i>	<i>Registry</i> <i>Level 7</i>	<i>2</i>
<i>Group Leaders with 6 related credits for 100% of groups – Required for 4 star</i>	<i>Registry</i> <i>Level 7</i>	<i>3</i>
<i>Group Leaders with 18 related credits beyond high school for 50% of groups – Required for 5 star</i>	<i>Registry</i> <i>Level 9</i>	<i>4</i>
<i>Group Leaders with any one of the following for 50% of the groups:</i> <ul style="list-style-type: none"> •24 related credits, or, •Associate’s degree with 30 related credits, or •Bachelor’s degree with 30 related credits 	<i>Registry</i> <i>Level 10,11,12, 13</i>	<i>5</i>
<i>Group Leaders with related bachelor’s degrees for 100% of groups or bachelor’s degrees with DPI license or Master’s degree or Doctorate</i>	<i>Registry</i> <i>Level 14, 15, 16 or 17</i>	<i>6</i>

<i>Quality Indicators – Site Supervisor/Director Qualifications</i>	<i>Verification</i>	<i>Points Awarded</i>
<i>Site Supervisor/Coordinator/Director/Administrator with 18 related credits</i>	<i>Registry Level 9</i>	<i>2</i>
<i>Site Supervisor/Coordinator/Director with 24 related credits – 6 of those credits must be in supervision/personnel management and financial management course work Required for 3 Stars</i>	<i>Registry Level 10</i>	<i>3</i>
<i>Site Supervisor/Coordinator/Director with 36 related credits – 6 of those credits must be in supervision/personnel management and financial management</i>	<i>Registry Level 11+6</i>	<i>4</i>
<i>Site Supervisor/Coordinator/Director with any one of the following: •Associate's degree and 36 related credits-- 6 of those related credits must be in supervision/ personnel and financial management course work Required for 4 Stars</i>	<i>Registry Level 12 + 6 more credits</i>	<i>5</i>
<i>Administrator's Credential and any one of the following: •Associate's degree, or •Bachelor's degree (unrelated) Required for 5 Stars</i>	<i>Registry Level 13</i>	<i>7</i>
<i>Site Supervisor/Coordinator/Director with any of the following: •Bachelor's degree (related) •Bachelor's degree (unrelated) and DPI license, •Master's degree •Doctorate degree</i>	<i>Registry Level 14, 15, 16 or 17</i>	<i>9</i>

Position Definitions for School Age Programs

- Responsibilities assumed by personnel will determine the qualifications required
- Group Leader – responsibilities include supervision and guidance of a group of children in the program under the direction of a Site Supervisor/Coordinator and/or Director/Administrator. Group Leader will assist in daily planning and implementing of activities, communicating with families, and relating to the community.
- Site Supervisor/Coordinator/Director/Administrator - responsibilities include the overall direction and daily operation of the program. Director/Administrator will develop mission, philosophy, goals, and policies, be responsible for program planning and evaluation, administration, including fiscal management and the organizational development, including management of human resources.

Staffing of Group or School Age Programs – 2013

- Designated Director shall be on-site for at least 25% of the total number of hours they work for the program.
- Responsibilities they shall have assigned for program
 1. Supervision of the planning and implementation of the programming for the children
 2. Supervision of the staff at the program
 3. Staff meetings and orientation
 4. Continuing education for the staff
- A person can only be associated in The Registry's organizational profile with one program at a time. This means a person who has responsibilities for more than one program must choose one organization profile with which to be affiliated.

EXCEPTIONS

- Centralized administration
 - If a program is administrated outside the center/site, the program may ask for an exception to the typical YoungStar staffing requirements.
 - The following responsibilities must be performed by a person who is on-site at the center/site for at least 25% of the total number of hours they work for the program.
 - #1 -supervision of the planning and implementation of the programming for children and
 - #2 - supervision of the staff at the program must be performed by a person who is on-site at the center/site for at least 25% of the total number of hours they work for the program
 - The following responsibilities may be performed by a person or persons who are located off-site.
 - #3 - staff meetings and orientation
 - #4 - continuing education for the staff may be performed by a person or persons who are located off-site.
 - Options available (see next slide)

OPTIONS

When a program has a centralized administration, the following options may be used for YoungStar in The Registry Program Profile

- #1 – List a person from the administrative office who is responsible for #3 and/or #4 as the Director
- #2 – List the person who is on-site performing responsibilities #1 and #2 as the Director. **If the program want to choose this option and the person listed as the Director is also a Lead Teacher, the rules for Dual-Role must be followed.** (see next slide)

Staffing of Group Child Care Programs - 2013

Programs licensed for 31 or more children (regardless of the full or part-time nature of the program) must have a Director who does not additionally have Lead Teaching responsibilities.

- Programs licensed for 30 or fewer children may, in the following limited circumstances, have a Director who also serves in a Lead Teaching role:
 - **To earn three stars:**
 - 25% of the time the program is open to perform Director responsibilities **AND**
 - Child to staff ratios must follow licensing requirements for licensed group centers
 - Dual-role Director must also meet the educational qualifications for a 3 star
 - **To earn four stars:**
 - 37.5% of the time the program is open to perform Director responsibilities **AND**
 - Child to staff ratios must follow licensing requirements for licensed group centers
 - Dual-role Director must meet the educational qualifications for a 4 star.
 - **To earn five stars:** A full-time dedicated Director must be in place, who meets the educational qualifications for a 5 Star rating.

TC/FRO will confirm that the dual-role matches program budget, job description, and timesheets or schedule.

Self Assessment
Group (2)

Required for 3,4,5 Stars
School Age (3)

Criteria
<p>B.1.1) Programs can use a variety of different <u>Self Assessment</u> tools that leads to written Quality Improvement Plan; <u>Grow in Quality</u> is a tool developed by DCF that is free of charge – Required for 3 Stars</p>
<p>B.4.1) <u>Environment Rating Scale</u> (ECERS-R and/or ITERS-R and/or SACERS) average score of 4 – Required for 4 Stars</p>
<p>B.4.2) Environment Rating Scale (ECERS-R and/or ITERS-R and/or SACERS) average score of 5, - Required for 5 Stars</p>

Criteria
<p>B.1.1) Programs can use a variety of different <u>Self Assessment</u> tools that leads to written Quality Improvement Plan; tool developed by DCF that is free of charge – Required for 3 Stars</p>
<p>B.4.1) <u>Environment Rating Scale</u> (SACERS) average score of 4 – Required for 4 Stars</p>
<p>B.4.2) Environment Rating Scale (SACERS) average score of 5, - Required for 5 Stars</p>

Points Awarded
1
3
4

Quality Improvement Plan – Optional Points

Group (2)

School Age (3)

Criteria
<i>B.1.2) Quality Improvement Plan developed in accordance with authentic quality improvement tool</i>
<i>B.1.3) Quality Improvement plan verified by outside independent entity OR at least two additional hours of time spent working with a PDAS-approved Technical Consultant on an item from a program's Quality Improvement Plan</i>

Criteria
<i>B.1.2) Quality Improvement Plan developed in accordance with authentic quality improvement tool</i>
<i>B.1.3) Quality Improvement plan verified by outside independent entity OR at least two additional hours of time spent working with a PDAS-approved Technical Consultant on an item from a program's Quality Improvement Plan</i>

Points Awarded
<i>1</i>
<i>1</i>

Curriculum Alignment (WMELS and SA Curricular Framework) - Optional
 Group (2) School Age (3)

Criteria	Criteria	Points Awarded
<p><i>B.2.1) At least 50% of Lead Teachers have received training in WMELS or SA Curricular Framework</i></p> <p><i>OR</i></p> <p><i>All Lead Teachers have received training in WMELS or SA Curricular Framework</i></p>	<p><i>B.2.1) At least 50% of have received training in the Wisconsin Afterschool Network (WAN) School-Age Curricular Framework</i></p> <p><i>OR</i></p> <p><i>All Group Leaders have received training in WAN School-Age Curricular Framework</i></p>	<p><i>1 point if 50% of group leaders meet Indicator,</i></p> <p><i>2 points if 100% of group leaders meet Indicator</i></p>
<p><i>B.2.2) Curriculum aligned with Wisconsin Model Early Learning Standards (WMELS) or School Age Curricular Framework for school age program</i></p>	<p><i>B.2.2) Curriculum aligned with Wisconsin Afterschool Network School Age Curricular Framework</i></p>	<p><i>1</i></p>

Curricular Framework

Content Areas

- **Language, Literacy and Numeracy**
- **Arts and Culture**
- **Global Learning**
- **Health and Wellness**
- **Media and Technology**
- **Science, Technology, Engineering, Math Education**
- **Social Emotional Development/Character Development**
- **Environmental Learning**
- **Service Learning**

Child Outcomes - Optional

Group (2)

School Age (3)

Criteria
B.3.1) Program uses <u>individual child portfolios</u>
B.3.2) Teacher uses intentional planning to improve child outcomes
B.3.3) Individual outcomes tracked Note: this point cannot be earned if center does not earn point for Indicators B.3.1 and B.3.2. Programs cannot earn this point if they have not already started tracking child outcomes.

Criteria
B.3.1) Program uses <u>individual child portfolios</u>
B.3.2) Group Leader and Site Supervisor uses intentional planning to improve child outcomes
B.3.3) Individual outcomes tracked Note: this point cannot be earned if center does not earn point for Indicators B.3.1 and B.3.2. Programs cannot earn this point if they have not already started tracking child outcomes.

Points Awarded
1
1
1

Business Practices

Group (2)

Criteria
C.2.1) Program demonstrates all of the following: ongoing annual line-item budget; budget review; record-keeping practices; and accurate and timely completion of taxes - Required for 3 Stars
C.2.2) Written copy of employment policies and procedures including job descriptions and hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies and staff expectations is provided. Required for 4 Stars
C.2.3) Business offers evidence of using <u>Model Work Standards</u> for administration of business including hiring, staffing and business planning. Required for 5 Stars

School Age (3)

Criteria	Points Awarded
C.2.1) Program demonstrates all of the following: ongoing annual line-item budget; budget review; record-keeping practices; and accurate and timely completion of taxes - Required for 3 Stars	1
C.2.2) Written copy of employment policies and procedures including job descriptions and hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies and staff expectations is provided. Required for 4 Stars	1
C.2.3) Business offers evidence of using <u>Model Work Standards</u> for administration of business including hiring, staffing and business planning. Required for 5 Stars	1

Group (2)

School Age (3)

Criteria
C.3.1) Annual staff evaluation plan includes professional development goal-setting.
C.3.2) Access to professional development funding to cover the costs associated with the completion of selected training opportunities that meet the goals of the individual staff person's professional development plan, including <u>access to T.E.A.C.H. Scholarships</u> for credit based instruction.
C.3.3) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).
C.3.4) Director or Administrator membership in a professional association focused on early care and education or school age.
C.3.5) 75 percent or higher retention rate of well educated (Level 12 or higher) Lead Teachers and program administration over three-year period.

Criteria
C.3.1) Annual staff evaluation plan includes professional development goal-setting.
C.3.2) Access to professional development funding to cover the costs associated with the completion of selected training opportunities that meet the goals of the individual staff person's professional development plan, including <u>access to T.E.A.C.H. Scholarships</u> for credit based instruction.
C.3.3) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).
C.3.4) Director or Administrator membership in a professional association focused on school age programs
C.3.5) 75 percent or higher retention rate of well educated (Level 12 or higher) Director/Administrator over three-year period.

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Optional
If two or more of the following practices are verified, center receives one point

Group (2)

Criteria
<i>C.4.1) Access to health insurance provided to staff, with employer contribution of 25 percent or higher for full time staff.</i>
<i>C.4.2) Access to a pension/retirement plan with employer contribution.</i>
<i>C.4.3) Lead teaching staff has paid time off equivalent to 18 or more days annually to be used in a combination of holiday pay and/or person days or sick days. Time off is prorated for part-time staff.</i>
<i>C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Lead Teachers</i>

School Age (3)

Criteria
<i>C.4.1) Access to health insurance provided to staff, with employer contribution of 25 percent or higher for full time staff.</i>
<i>C.4.2) Access to a pension/retirement plan with employer contribution.</i>
<i>C.4.3) Site Supervisor/Coordinator and Director/Administrator has paid time off equivalent to 18 or more days annually to be used in a combination of holiday pay and/or person days or sick days. Time off is prorated for part-time staff.</i>
<i>C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Site Supervisor/ Coordinators</i>

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Optional
If two or more practices are verified, program receives one point

OPTIONAL

If two or practices are verified, program receives one point

If three or more practices are verified, program can earn two points.

Criteria	Group - 2
C.5.1) Program has all of the following: •A written description of the program's philosophy is available to all families; AND •materials and resources are available in a process or communication style that meets the needs of families; AND •orientation opportunities are available to all families prior to enrollment; parents are encouraged to observe program	
C.5.2) Families have an opportunity to provide input on program policies and procedures; advisory committee/parent board membership opportunities are available.	
C.5.3) Parent conferences are held at least annually and more often if needed to discuss children's progress.	
C.5.4) Frequent, regular, on-going communication between staff and families conveys trust and respect, and helps ensure smooth transitions from home to program, or one program to another; communications occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates. If there are children in the program that attend school, communication between staff and school staff helps ensure smooth transitions from school to program and program to school.	
C.5.5) Parent and family outreach, educational and social opportunities are available at least twice annually.	
C.5.6) Information is shared with family about children's experiences during the day, day to day schedule of program and any injuries or special events as well as changes in a child's health, or eating habits.	

Criteria	SA - 3
C.5.1) Program has all of the following: •A written description of the program's philosophy is available to all families; AND •materials and resources are available in a process or communication style that meets the needs of families; AND •orientation opportunities are available to all families prior to enrollment; parents are encouraged to observe program	
C.5.2) Families have an opportunity to provide input on program policies and procedures; advisory committee/parent board membership opportunities are available.	
C.5.3) Parent conferences are held at least annually and more often if needed to discuss children's progress.	
C.5.4) Frequent, regular, on-going communication between staff and families conveys trust and respect, and helps ensure smooth transitions from home to program or one program to another, from school to program and program to school; communications occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates.	
C.5.5) Parent and family outreach, educational and social opportunities are available at least twice annually.	
C.5.6) Information is shared with family about children's experiences during the day, day to day schedule of program and any injuries or special events as well as changes in a child's health, or eating habits.	

Group (2)

School Age (3)

Criteria

***D.1.1) Nutritious meals
or snacks are served
daily in child care
program***

Criteria

***D.1.1) Nutritious meals
or snacks are served
daily in program***

1 Point

***Required for star 3, 4 and 5 programs are serving nutritional meals
and snacks***

Group (2)

Criteria	
Points	
1	D.1.2) Program provides at least sixty minutes of physical activity a day. Note: The sixty minutes is prorated for programs that operate for fewer than eight hours per day.
2	<p>D.1.3) <u>For 1 point</u> 50% of Lead Teachers and Director with any one of the following three trainings: --3 credits of inclusion training and/or social-emotional training; or --Social and Emotional Foundations for Early Learning Pyramid Training Model; - Additional on next page or --Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.</p> <p><u>For 2 points</u> 100% of Lead Teachers and Director with any one of the following three trainings: --3 credits of inclusion training and/or social-emotional training; or --Social and Emotional Foundations for Early Learning Pyramid Training Model; - Additional on next page or --Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.</p>
If one of the following practices are verified, program receives one point	<p>D.1.4) At least 50% of Lead Teachers/Director are trained in protective factors training around working with parents through the Strengthening Families Initiative: http://wctf.state.wi.us/home/StrengtheningFamilies.htm. An additional equivalency that will be accepted is the Family Services Credential.</p> <p>OR</p> <p>100% of Lead Teachers/Director have completed Department-approved Suspected Child Abuse and Neglect Mandated Reporter Training Program (SCAN-MRT) or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect: http://www.wcwts.wisc.edu/related-training/mandated-reporter/Default.aspx.</p>

D.1.3)

To be included on the last slide under D.1.3

- *Social and Emotional Foundations for Early Learning Pyramid Training Model (24 hours);*
- Positive Behavioral Intervention and Supports (PBIS) (15 hrs.);*
- Guiding Children's Behavior in School Age Programs (15 hrs.);*
- Tribes TLC (12 hrs.);*

Criteria	Points
<i>D.1.2) Program provides at least sixty minutes of physical activity a day. Note: The sixty minutes is prorated for programs that operate for fewer than 8 hours per day.</i>	1
<i>D.1.3)</i> <i>For 1 point</i> <i>50% of Group Leaders and Director with any one of the following five options:</i> <i>--3 credits of inclusion and/or social-emotional training;</i> <i>--Positive Behavioral Intervention and Supports (PBIS) (15 hrs.);</i> <i>--Guiding Children’s Behavior in School Age Programs (15 hrs.);</i> <i>--Tribes TLC (12 hrs.);</i> <i>or</i> <i>--Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health need</i> <i>For 2 points</i> <i>100% of Group Leaders and Director with any one of the above five options.</i>	2
<i>D.1.4) At least 50% of Group Leaders and the Director are trained in protective factors training around working with parents through the Strengthening Families Initiative:</i> <i>http://wctf.state.wi.us/home/StrengtheningFamilies.htm. An additional equivalency that will be accepted is the Family Services Credential.</i> <i>OR</i> <i>100% of Group Leaders and the Director have completed Department-approved Suspected Child Abuse and Neglect Mandated Reporter Training Program (SCAN-MRT) or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect:</i> <i>http://www.wcws.wisc.edu/related-training/mandated-reporter/Default.aspx.</i>	<i>If one of the following practices are verified, program receives one point</i>

Accreditation



Alternate pathway to 4 or 5 stars

Group Centers: NAEYC, NAC, City of Madison, Head Start Performance Standards, COA, NECPA***

* Family Child Care: NAFCC, City of Madison for 4 Stars

* School Age: COA, City of Madison

COA or NAFCC or City of Madison Accreditation (FCC/SA) plus 5 Star educational qualifications verified by Registry would receive 5 Stars

* NECPA (GCC) plus 4 Star education qualifications verified by Registry would receive 4 Stars; NECPA plus 5 Star education qualifications verified by Registry would receive 5 Stars

Questions?

